

**2024-2025-O'QUV YILIDA
UMUMTA'LIM MAKTABLARINING**

11-SINF

O'QUVCHILARI UCHUN

INGLIZ TILI

**FANIDAN YAKUNIY ATTESTATSIYASINI
O'TKAZISH BO'YICHA
METODIK TAVSIYA VA MATERIALLAR**

**TANLOV
FANLAR**

SPECIFICATION OF CONTROL AND MEASUREMENT MATERIALS FOR THE 2025 FINAL EXAMINATION IN ENGLISH LANGUAGE

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The final examination in English language for 11th-grade students of general secondary schools is conducted to assess listening, reading, writing, and speaking skills.

1. Structure of the Final Examination in English Language for 11th Grade

Each version of the exam consists of 25 tasks, varying in format and level of difficulty (see Table 1). The exam is conducted in a hybrid format.

The first part of the exam includes selecting a variant and completing listening, reading, and writing tasks. Students are given 1 hour and 30 minutes (90 minutes) to complete this part.

The speaking part includes 10 minutes for preparation and 4 minutes for speaking. The total duration of the exam is 1 hour and 30 minutes (100 minutes).

The assessment considers grammatical and phonetic accuracy, fluency, relevance to the topic, and logical coherence of ideas. Each exam covers topics from the 5th to 11th-grade English curriculum.

2. Distribution of Assessed Skills

The exam consists of 25 tasks, categorized as follows:

5 tasks assess knowledge;

18 tasks assess application;

2 tasks assess reasoning (see Table 2).

Scoring System (100-Point Scale):

0–29% – “Insufficient”;

30–65% – “Satisfactory”;

66–85% – “Good”;

86–100% – “Excellent”.

3. Answer Sheet Guidelines

1. In matching tasks, each empty box should contain only one printed letter or digit without additional marks. Otherwise, the score is 0 points.
2. In short-answer tasks, answers should include only numbers or words specified in the question. Otherwise, the score is 0 points.
3. Extended response tasks are assessed by subject experts according to established criteria, with clearly defined scoring from 0 to the maximum score.
4. Scores cannot exceed the maximum points allocated to each task.
5. Open-ended tasks are graded by subject experts based on rubrics

4. Language Proficiency at B1 Level

The B1 level assumes that a person can communicate in most situations encountered while traveling or working, but may struggle with discussing more complex topics (see Table 2).

Learners who achieve B1 Intermediate level can:

- understand the main points of clear texts on familiar topics in standard language
- manage most situations on a trip to places where English is used
- produce simple, organised texts about familiar topics
- describe experiences, events, wishes and aspirations, and explain opinions and plans. (see Table 2.)

5. Task Distribution

The distribution of tasks based on content and expected learning outcomes is presented in Table 3.

Listening and Reading: Assesses general comprehension of written and spoken texts. Additionally, reading tasks evaluate analyze text organization and logical connections, while listening tasks determine whether specific information is present or absent.

Writing: Assesses the ability to create various types of written texts and linguistic skills.

Speaking: Assesses speaking abilities and linguistic competence.

The correlation between assessed skills and primary points is shown in Table

Table 1

Tables Overview distribution of Assessed Skills

Subject	Knowledge	Application	Reasoning
English	5	18	2
Total :			25

K - Knowing: Reproductive-level tasks where students must memorize and reproduce information without modifying the material. This includes knowledge of concepts, laws, and their application in standard situations.

A - Applying: Productive tasks requiring students to apply learned laws and principles. This involves selecting appropriate methods for solving problems, analyzing, comparing, and summarizing information.

R - Reasoning: Intellectual-level tasks that require the application of acquired knowledge in new situations. This includes analysis, synthesis, and comparison.

Table 2

Language Features at B1 Level

Functions	Grammar	Discourse Markers	Topics
Describing past experiences and recent events Describing future intentions, giving information and predictions Expressing opinions, preferences, goals, reasons, emotions	Determiners, -ing forms, present tenses. Past Simple and Past Continuous. Modal verbs (obligation, necessity, advice). Present Perfect, comparative and superlative adjectives. Second conditional sentences, future continuous tense. Past Perfect, passive voice (including modal forms). Defining and non-defining relative clauses. Articles (a/an, the, zero article), reported speech, indirect questions. Fixed expressions (have something done), different types of subordinate clauses.	Cause and effect markers: because, therefore, as a result Contrast markers: although, in spite of, however Sequence markers: first, next, finally Markers for structuring speech: to begin with, in conclusion, moreover	Relationships, shopping, sports, weather Music, technology, nature, school, travel Social media, food, movies, communication, work, dreams

Table 3
Task Distribution by Exam Sections

Exam Section	Number of Tasks	Task Type 1	Task Type 2	Total Score	Time Allocated
Listening	10	MCQ true/false fill in the blank table completing short answer		25 points	20 minutes
Reading	10	Multiple-choice, gap-fill, matching	-	25 points	30 minutes
Writing	1		an informal email (120+ words)	25 points	40 minutes
Speaking	4	Short oral answers	Extended response (2 minutes)	25 points	10 minutes

Table 4. Distribution of Exam Tasks by Content and Types of Skills

No	Assessed Skills	Skill	Time (min)	Score	Task Type
Part 1 - Section 1: Listening					
1	Understanding the main idea of an aural text	K	2	2.5	Short-answer task
2	Identify specific details of an aural text	K	2	2.5	Short-answer task
3		K	2	2.5	Short-answer task
4	Identify the opinions, attitudes, or feelings of speakers in a conversation	A	2	2.5	Short-answer task
5		A	2	2.5	Short-answer task
6		A	2	2.5	Short-answer task
7		A	2	2.5	Short-answer task
8	Ability to infer information from an aural text containing unfamiliar language elements	A	2	2.5	Short-answer task
9		A	2	2.5	Short-answer task
10		A	2	2.5	Short-answer task
Total:			20	25	
Section 2: Reading					
11	Understanding the main idea of a text	K	3	2.5	Multiple-choice (ABCD), gap-fill, true/false/not given, matching, sentence completion
12	Understanding detailed information in a text	K	3	2.5	
13		A	3	2.5	
14	Inferring meaning from context	A	3	2.5	
15	Recognizing logical organization and coherence.	A	3	2.5	
16		A	3	2.5	
17		A	3	2.5	
18	Ability to interpret and summarize the text and recognize the writer's tone, attitude, and intentions.	A	3	2.5	
19		A	3	2.5	
20		A	3	2.5	
Total:			30	25	
Section 3: Writing					
21	an informal email	R	40	25	Candidate writes an email on a given topic (at least 120 words)
Total:			40	25	
Part 2 Section 4 Speaking					
22	Answering questions with detailed personal information, such as discussing hobbies, experiences, and everyday topics.	A	30 sec	5	Oral response
23		A	30 sec	5	Oral response
24		A	30 sec	5	Oral response
25	Speaking at length on a given topic. Structuring answers into clear points, such as explaining opinions or describing past experiences in detail.	R	2 min	15	Extended response
<i>(including 2 minutes of preparation for speaking)</i>			10 min	25	
Total :			100 min	100 points	

6. Assessment Criteria for All Sections

6.1 Listening Overview (25 Points, 10 Questions, 15 Minutes)

The Listening section assesses a student's ability to:

Understand the main idea and general meaning of spoken texts;

Identify key details and specific information;

Recognize logical connections and relationships between ideas;

Follow conversations and short monologues at a moderate speech rate;

Students will answer 10 test-based questions (e.g., multiple-choice, matching, sentence completion). Each correct answer is worth 2.5 points.

Assessment Criteria for Listening – Level B1

Number of Correct Answers	Points	Grade
10/10	25 points	5
9/10	22.5 points	5
8/10	20 points	4
7/10	17.5 points	4
6/10	15 points	3
5/10	12.5 points	3
4/10	10 points	2
3/10	7.5 points	2
2/10	5 points	1
1/10	2.5 points	1
0/10	0 points	1

6.2 Reading Overview (25 Points, 10 Questions, 40 Minutes)

The Reading section evaluates a student's ability to:

Comprehend the main idea of different types of texts (articles, letters, descriptions, etc);

Identify specific details within the text;

Understand logical structure and coherence between sentences and paragraphs;

Interpret meaning in context (synonyms, paraphrasing, etc);

The section consists of 10 test-based questions (multiple-choice, matching, gap-fill, etc), with each correct answer worth 2.5 points.

Assessment Criteria for Reading – 25 Points, 40 Minutes, Level B1

Number of Correct Answers	Points	Grade
10/10	25 points	5
9/10	22.5 points	5
8/10	20 points	4
7/10	17.5 points	4
6/10	15 points	3
5/10	12.5 points	3

4/10	10 points	2
3/10	7.5 points	2
2/10	5 points	1
1/10	2.5 points	1
0/10	0 points	1

6.3 Writing Overview (25 Points, Informal Letter, 120 Words, 40 Minutes)

The Writing section measures a student’s ability to:

Write a well-structured informal letter of at least 120 words;

Use appropriate tone and register for informal communication;

Develop clear and logical ideas with supporting details;

Demonstrate accuracy in grammar and vocabulary usage.

Students are assessed based on content, coherence, grammar, and vocabulary with a maximum of 25 points;

Assessment Criteria for Writing – Informal Letter (25 Points, 120 Words, Level B1)

Points	Task Achievement	Coherence & Cohesion	Grammar	Vocabulary	Spelling
5	The email addresses all aspects of the prompt.	The email is logically organised. Ideas are mostly appropriately connected using cohesive devices.	Both simple and complex sentences are attempted. Simple sentences have few errors, if any, which do not impede understanding.	Vocabulary is used appropriately, with no errors causing confusion or ambiguity.	The email maintains accurate spelling throughout, with at most one small error.
4	The email addresses most of the required elements; only minor details may be missing or underdeveloped.	The writing is mostly well-organised, using basic cohesive devices. Minor lapses in clarity or focus may occur.	Simple sentences are generally accurate. One complex structure may be attempted, with occasional errors that do not significantly impede understanding.	A suitable range of vocabulary is used with occasional imprecision; errors do not usually obscure meaning.	Spelling is generally correct; a few errors may appear but seldom confuse the reader.
3	The email addresses some aspects of the prompt, but important details may be missing or insufficiently developed.	Some logical organisation is evident, but the use of linking words or paragraphs may be inconsistent or repetitive.	Mainly simple sentences are used; errors in grammar and sentence structure occur regularly and may sometimes hamper understanding.	Vocabulary is limited to basic words and phrases; errors can occasionally cause confusion or require re-reading.	Noticeable spelling errors occur but some words are spelled correctly. Errors may distract the reader though the general meaning can still be understood.

2	The email only partially meets the prompt's requirements, with key points missing or only briefly mentioned.	Little clear organisation is present; ideas may appear in a disjointed or random manner, with few or no cohesive devices.	Sentence formation is often inaccurate or incomplete, making the text difficult to understand.	Vocabulary range is very restricted; errors frequently hinder comprehension.	Spelling errors are frequent and can significantly obscure meaning.
1	The text produced does not resemble a email.	There is no evident organisation of the text.	Discrete words may be produced, but are not structured into clauses or phrases.	A small number of individual words are written, but they may not be related to the topic.	Some letters may be written, but they cannot be identified as English words.

Scoring Table

Total Points	Grade
23 – 25 points	5
18 – 22 points	4
13 – 17 points	3
8 – 12 points	2
0 – 7 points	1

6.4 Speaking Overview (25 Points, 3 Short Questions + 1 Extended Response, 2 Minutes)

The Speaking section evaluates a student's ability to:

Respond to 3 short questions about familiar topics (e.g., daily routines, hobbies, or personal experiences) fluently and without excessive hesitation. They can manage to speak at a natural pace with minimal repetition. Provide a structured 2-minute response to an extended question on a familiar topic (e.g., expressing opinions, describing experiences, or discussing plans).

Successful B1 Candidates will demonstrate the following competencies across the examination:

Capable of speaking on a variety of well-known topics with some spontaneity and fluency

Can present clear, detailed descriptions on a wide range of subjects

Can explain and justify a viewpoint

Can give advantages and disadvantages of different options

The first 3 short answers are worth 5 points each (15 total), and the extended response is worth 10 points, for a total of 25 points.

Assessment Criteria for Speaking – 25 Points, Level B1

Task: Answer 3 short questions (5 points each) and 1 extended response question (10 points)

Total Score: 25 points

Time Limit: 2 minutes for the extended response

Points	Task Achievement	Pronunciation	Grammar	Vocabulary	Fluency
5	Provides relevant answers to all straightforward questions. Justifies opinions when prompted. Includes enough detail to cover each part of the prompt.	Pronunciation is clear enough to be understood on most words without frequent requests for repetition. Shows some attention to stress and intonation, though not always consistent. Mispronunciations rarely prevent comprehension.	Uses simple sentence structures accurately most of the time. Attempts some more complex forms, though errors may occur. Errors in grammar do not significantly block understanding.	Demonstrates an adequate range of words for discussing familiar topics such as daily life and personal experiences. Errors in word choice or form rarely obscure meaning. Occasionally attempts less familiar words.	Speaks at a steady pace with only brief or occasional pauses. Responds promptly to most questions. Able to maintain a basic conversation despite minor hesitations.
4	Provides mostly relevant answers to all questions. Some parts may be partially addressed. Offers minimal justification for opinions. Some detail may be lacking.	Speech is understandable in familiar contexts, but mispronunciations or unclear segments occur more frequently than in Band 5. Stress and intonation patterns are used inconsistently, causing occasional confusion.	Relies primarily on simple sentence patterns. Occasional attempts at complex forms often contain noticeable errors. Grammar mistakes occur regularly but do not typically make speech unintelligible.	Uses enough vocabulary for most everyday topics but struggles with more detailed or less familiar themes. Errors in vocabulary sometimes affect clarity or require listener support or clarification.	Responses include some longer pauses or hesitations, especially with unfamiliar material. Generally keeps talking but may need time to structure thoughts or recall vocabulary.
3	Addresses some questions in a relevant way but omits or overlooks other key parts. Justification of opinions is minimal or unclear.	Pronunciation and articulation issues occur frequently, sometimes requiring the listener to ask for clarification. Use of stress and intonation is rare or uncontrolled.	Uses basic sentence forms with frequent errors. When attempting more complex forms, errors can make understanding difficult. The listener may need to infer meaning from context.	Vocabulary is limited to common, familiar words and expressions. Errors or gaps often lead to partial misunderstandings. Needs significant prompting or rephrasing for less familiar or more complex topics.	Hesitates regularly, sometimes pausing in mid-sentence. Flow is often disrupted by searching for words or structures. May need prompts to continue speaking or clarify meaning.

2	Provides partial or tangential answers to some questions, ignoring others. Very little elaboration or support for statements or opinions. Large parts of the prompt may be unaddressed.	Pronunciation frequently impedes comprehension. The listener must often ask for repetition. Very little effective use of stress, intonation, or linking.	Fragmented or incorrect structures are common. Many statements are incomplete or difficult to understand. Grammar errors regularly result in confusion about meaning.	Uses a very small range of words. Repeats the same words or phrases often. Errors are frequent and seriously impact clarity. Can only discuss highly familiar topics with great difficulty.	Long pauses and hesitations are evident. Speech is disjointed and lacks a coherent flow. Requires frequent support or repetition to express basic ideas.
1	No meaningful response to the questions. Produces only isolated words or phrases unrelated to the prompt.	Speech is mostly unintelligible. Only occasional words can be recognized.	No sentence-level ability. Only isolated words or phrases appear, with no discernible structure.	Minimal vocabulary beyond a few words, possibly off-topic. Communication cannot proceed due to lack of understandable language.	Unable to maintain a conversation. Produces single words or sounds that do not form coherent answers.

Total Points	Grade
23 – 25 points	5
18 – 22 points	4
13 – 17 points	3
8 – 12 points	2
0 – 7 points	1

7 . Additional Materials and Equipment

Each examination room must be equipped with audio playback devices for the Listening section.

8. Reference Literature:

Joseph, N., Chilton, H. (2021). Cambridge English: Prepare! Grade 5 Student's book. Cambridge: Cambridge University Press.

Joseph, N., Chilton, H. (2021). Cambridge English: Prepare! Grade 6 Student's book. Cambridge: Cambridge University Press.

Joseph, N., Chilton, H. (2021). Cambridge English: Prepare! Grade 7 Student's book. Cambridge: Cambridge University Press.

Joseph, N., Chilton, H. (2021). Cambridge English: Prepare! Grade 8 Student's book. Cambridge: Cambridge University Press.

Joseph, N., Chilton, H. (2021). Cambridge English: Prepare! Grade 9 Student's book. Cambridge: Cambridge University Press.

Joseph, N., Chilton, H. (2021). Cambridge English: Prepare! Grade 10 Student's book. Cambridge: Cambridge University Press.

Joseph, N., Chilton, H. (2021). Cambridge English: Prepare! Grade 11 Student's book. Cambridge: Cambridge University Press.

**MINISTRY OF PRESCHOOL AND SCHOOL EDUCATION OF THE
REPUBLIC OF UZBEKISTAN**

**FINAL EXAMINATION FOR THE STUDENTS OF THE 11TH GRADE OF
GENERAL EDUCATIONAL INSTITUTIONS FOR THE 2024-2025
ACADEMIC YEAR**

INSTRUCTIONS TO CANDIDATES

Follow the invigilators' instructions at all times.

Do not open the question paper until instructed.

At the end of the exam, the invigilator will collect the question paper.

No materials may be taken out of the examination room.

INFORMATION FOR CANDIDATES

Total time allowed: 100 minutes.

This paper is divided into four sections.

SECTION 1. Listening (15 minutes)

Recording will be played **twice**.

10 questions.

Each question carries 2.5 marks.

SECTION 2. Reading (30 minutes)

Part 1: 5 questions

Part 2: 5 questions

Each question carries 2.5 marks.

SECTION 3. Writing (40 minutes)

SECTION 4. Speaking (10 minutes)

(Candidate's full name)

(class)

Please sign here:

(Signature)

Variant 1

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance. Fill in the blanks with the correct word(s).

1. The book has become a _____ book.
2. In the past, it wasn't _____ for people to work at the weekend.
3. It is important and _____ to have time away from work.
4. The presenter says this new situation does not seem like a good work–life balance. Chris agrees, but he says this change has many _____.
5. Many employees now have the _____ to work from different places.

Choose the best answer to each question.

6. According to Chris, in traditional workplaces:

- a) Work and personal life were completely blended.
- b) Work and personal life were clearly separated.
- c) People worked long hours, but it didn't affect their personal life.
- d) There was no concept of a work-life balance.

7. What does "working overtime" mean in the context of the interview?

- a) Working extra hours beyond the regular schedule.
- b) Working from home.
- c) Working during weekends.
- d) Working very efficiently.

8. What technological advancement has blurred the lines between work and personal life?

- a) Improved office spaces.
- b) Access to work emails and laptops via mobile devices.
- c) Faster internet connections.
- d) Video conferencing software.

9. What is a key advantage of the new work flexibility mentioned by Chris?

- a) The ability to work from exotic locations.

- b) The opportunity to earn more money.
- c) The freedom to adjust work hours to accommodate personal commitments.
- d) The option to work fewer hours overall.

10. Chris suggests that the modern concept of work-life balance involves:

- a) Working strictly from nine to five.
- b) Completely separating work and personal life.
- c) Greater flexibility in where and when work is done.
- d) Never working outside of regular office hours.

_____ / 25

SECTION 2. Reading (30 minutes)

Part 1.

Read the article about a teenager called Leo who is passionate about saving electricity. For each question, choose the best answer, a, b or c.

Leo Bennett is a typical teenager in many ways. He goes to school, plays video games, and enjoys spending time with his friends. However, one thing makes Leo different from most teenagers—he is passionate about saving electricity.

Leo started his journey a year ago when he watched a documentary about climate change. He realized how much energy people waste every day and decided to make a change. Now, he always switches off lights when he leaves a room, unplugs devices when they're not in use, and reminds his family to do the same.

Leo's parents support him and try to use less electricity at home. They have replaced old light bulbs with energy-saving ones and now cook meals together instead of using the microwave for quick snacks. Some of Leo's friends also like his idea and have started using less electricity at home. However, not all of them understand why he cares so much.

Sometimes, Leo finds it difficult to follow his own rules. For example, he loves watching movies, but he tries not to spend too much time in front of the TV. Instead, he reads books or goes outside. He also enjoys talking to people about saving energy. When someone asks why he's so careful, he explains, "If everyone makes small changes, we can protect the planet."

Since starting his energy-saving lifestyle, Leo has found many online groups where people share tips. He believes that even small actions can make a big difference. "It's not always easy," he says, "but I feel good knowing I'm helping the environment."

1. Why did Leo decide to save electricity?
 - a) His parents told him to do it.
 - b) He watched a documentary about climate change.
 - c) His friends encouraged him.
 - d) He wanted to save money.
2. How does Leo's family support him?
 - a) They stop using electricity completely.
 - b) They only cook simple meals.
 - c) They use energy-saving light bulbs.
 - d) They buy him new electronic devices.
3. What is one difficulty Leo faces?
 - a) He doesn't like watching movies.
 - b) Some friends don't understand his lifestyle.
 - c) He prefers staying inside.
 - d) He doesn't have access to online groups.
4. How does Leo feel about saving electricity?
 - a) It's a waste of time.
 - b) It's too difficult to do.
 - c) It helps the planet and makes him feel good.
 - d) It only works if everyone does it.
5. What does Leo do instead of watching too much TV?
 - a) He plays more video games.
 - b) He reads books and goes outside.
 - c) He sleeps more.
 - d) He studies all day.

Part 2.

Hey everyone! I'm Emily, and I live in Canada. Finally, summer is here, and I've decided to make the most of it! I don't want to spend my holidays stuck inside, so I've planned out my days, though nothing is set in stone.

I usually wake up around eight o'clock, which is much later than when I have school. The best part? I can actually enjoy breakfast without rushing! After that, I help my parents a little with household chores and then spend some time reading. I love mystery novels, and I'm currently reading a really exciting one!

Around eleven, I meet up with my best friend, Sophie. We either go for a walk in the park, visit a café, or just hang out at her place. Sometimes, we take a short trip to the lake near our town and go kayaking, which is one of my favorite things to do in summer.

In the afternoon, I often go to the community center, where I volunteer at a kids'

summer camp. I help organize games and activities, which is so much fun. I've always liked working with children, and this experience might help me if I decide to become a teacher in the future!

Evenings are usually relaxing. I sometimes watch a movie with my family or play board games. On Fridays, Sophie and I go to an open-air concert or a local festival if there's one happening. I love summer evenings—they always have a special, magical feeling!

What about you? How do you spend your summer holidays? Do you plan your days like me, or do you just go with the flow?

Read the statements below and decide whether they are **True (T)** or **False** based on the text.

1. Emily wakes up later in the summer because she enjoys sleeping in. (**True/False**)
2. When Emily says, “nothing is set in stone,” she means she has a strict daily schedule. (**True/False**)
3. Emily enjoys volunteering at the summer camp because she believes it might help her career. (**True/False**)

Answer the questions

4. How does Emily feel about summer evenings?
 - a) She finds them boring.
 - b) She thinks they have a special atmosphere.
 - c) She prefers spending them alone.
5. What is Emily's attitude towards her summer plans?
 - a) She is unhappy about having too many responsibilities.
 - b) She wishes she could do more exciting things.
 - c) She enjoys being active but keeps things flexible.

_____ / 25

SECTION 3. Writing (40 minutes)

You are having a small party for your birthday next weekend and want to invite a friend. Write an email to your friend. In your email:

- Invite them to your birthday party.
- Say when and where the party will be.

Variant 2

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance. Fill in the blanks with the correct word(s).

1. Chris Svensson is the _____ of *No More Nine to Five*, a book about work–life balance.
2. Working extra hours in the office is called _____.
3. Now, people can check their work emails on their _____.
4. With laptops, employees can _____ their work from home or on holiday.
5. Employees now have more _____ to choose their working hours.

Choose the best answer to each question.

6. How does Chris feel about the traditional work schedule of nine to five?
 - a) He thinks it is outdated.
 - b) He believes it is the best way to work.
 - c) He prefers working overtime.
 - d) He doesn't think it should be more flexible.
7. How does the presenter react when Chris explains that people now check emails and _____ work _____ while _____ on _____ holiday?
 - a) She thinks it is a great advantage.
 - b) She is surprised and finds it unhealthy.
 - c) She believes it is necessary for career success.
 - d) She does not express any opinion about it.
8. What is Chris's attitude toward the changes in work–life balance?
 - a) He believes they are completely negative.
 - b) He sees both positive and negative aspects.
 - c) He thinks traditional work hours should be removed entirely.
 - d) He dislikes modern technology in the workplace.
9. How does Chris view the ability to work flexibly from different locations?
 - a) He thinks it is a disadvantage because people work more.
 - b) He sees it as beneficial because employees have more freedom.
 - c) He believes it makes no difference to work-life balance.
 - d) He argues it is only good for employers, not workers.

10. What is the main idea of Chris's book *No More Nine to Five*?

- a) People should stop working and enjoy life.
- b) Work-life balance is disappearing completely.
- c) Technology has changed work-life balance, making it more flexible but also blurring boundaries.
- d) Everyone should work traditional nine-to-five hours to have a better life.

_____ / 25

SECTION 2. Reading (30 minutes)

Part 1.

Read the text.

A Visit to a Science Lab

Last week, I had an amazing experience – I visited a real science laboratory! It's not somewhere I ever thought I'd go, but it was incredible. As you know, I've always been interested in science, especially chemistry. I enjoy doing experiments at school, and I used to think I wanted to be a doctor, but now I'm more interested in becoming a scientist – and I'll tell you why.

During the school holidays, I stayed at my aunt's house in the city. She works at a university, and one evening at dinner, I was talking to her about my love for science. She smiled and said she had a friend, Dr. Patel, who works in the university's chemistry lab. She asked if I'd like to visit for a day. Of course, I said yes immediately!

The lab was in a big, modern building near the city center. I had to wake up really early to take the subway there. When I arrived, Dr. Patel welcomed me and showed me around. The lab was full of test tubes, microscopes, and all kinds of equipment. The scientists there were working on a project to make new medicines. It was so interesting to watch them mix different chemicals and test their results. I even got to wear a white lab coat and safety glasses!

Dr. Patel gave me some great advice. She told me that if I wanted to work in science, I needed to study hard and be patient. She said that scientists don't just make exciting discoveries every day – most of their work involves solving problems and learning from mistakes. She also suggested that I read science magazines and watch documentaries to keep learning.

It was such an inspiring experience! I can't stop thinking about it, and I feel more motivated than ever to work hard at school. Before I left, the team gave me a small notebook as a gift. I've already written all my thoughts about the day in it. I also sent

Dr. Patel a thank-you email yesterday. I hope I can visit the lab again one day!

Read the text and choose the best answer.

1. What is the main idea of the text?
 - a) The writer got to do science experiments at a lab.
 - b) The writer is thinking about becoming a doctor.
 - c) The writer realized science is not as exciting as they thought.
 - d) The writer had an inspiring visit to a science laboratory and learned about becoming a scientist.
2. How did the visit affect the writer?
 - a) It made them change their career plans completely.
 - b) It made them want to study science more seriously.
 - c) It made them lose interest in science.
 - d) It made them decide to study medicine instead.
3. How did the writer get the opportunity to visit the lab?
 - a) Their aunt introduced them to a scientist.
 - b) They applied for an internship.
 - c) Their teacher arranged the visit.
 - d) They won a competition.
4. What advice did Dr. Patel give to the writer?
 - a) Scientists should focus only on experiments.
 - b) Working in science is easy and exciting every day.
 - c) To be a scientist, you need to study hard and be patient.
 - d) Scientists don't need to learn outside the lab.
5. What did the writer do after the visit?
 - a) They wrote a report about the lab visit for school.
 - b) They sent a thank-you email to Dr. Patel.
 - c) They started working in the lab.
 - d) They decided not to study science anymore.

Part 2.

A Class Trip to the Zoo

Last Friday, our class went on an exciting trip to the city zoo. We had been looking forward to it for weeks! Our teacher, Mr. Lewis, told us that there was going to be a special event – a wild animal show featuring animals from Africa. We all arrived at school early, ready for the adventure. After a short bus ride, we reached the zoo, and our trip began.

As soon as we entered, we saw tall giraffes eating leaves from the trees. We also visited the lions' enclosure. They were resting in the sun, looking strong and

powerful. Some of them stretched and yawned, showing their big teeth. A zookeeper told us that lions sleep for most of the day, which surprised many of us!

After that, we walked to the open area where the **African wildlife show** was about to start. We found seats in front of a large stage with trees and rocks, designed to look like the African savanna. Excitement filled the air as we waited.

The show began with a group of zebras and antelopes walking across the stage. The zookeepers explained how these animals survive in the wild by running fast and staying in groups to protect themselves from predators. Then, a huge elephant entered! It lifted its trunk and sprayed water into the air, making us all laugh. The trainer told us interesting facts about elephants, such as how they use their ears to cool themselves down.

The most exciting part came when a cheetah appeared. It ran across the stage so quickly that we could barely see it move! The zookeepers explained that cheetahs are the fastest land animals in the world. Seeing it up close was an unforgettable experience.

After the show, we had time to explore more of the zoo. We saw monkeys swinging between trees, colorful parrots, and even a sleepy crocodile lying near the water. Before leaving, we visited the zoo café, where we enjoyed some snacks and talked about our favorite parts of the day.

On the way back to school, everyone was buzzing with excitement. It had been a fantastic day, and we learned so much about African wildlife. I can't wait to visit the zoo again and see more amazing animals!

Read the text and choose the best answer.

1. The writer was surprised to learn that lions sleep for most of the day. (**Yes / No / Not Given**)
2. The zookeepers let students feed the cheetah during the show. (**Yes / No / Not Given**)
3. The students were tired and bored on the way back to school. (**Yes / No / Not Given**)
4. How does the writer feel about the zoo trip?
 - a) It was a boring experience.
 - b) It was fun and educational.
 - c) It was scary and dangerous.
5. What is the writer's attitude toward African wildlife?
 - a) They find the animals fascinating.
 - b) They think the animals are not interesting.

Variant 3

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance. Fill in the blanks with the correct word(s).

1. In traditional workplaces, people’s professional and personal lives were _____ divided.
2. They could _____ their job and home life.
3. They often _____ to messages in the evening or on weekends.
4. The presenter says this new situation does not seem like a good _____.
5. Traditional _____ between work and personal time are disappearing.

Listen to a radio interview about maintaining a good work–life balance and write T for true or F for false.

6. The presenter believes that checking emails and working outside office hours improves work–life balance. ____
7. Chris sees both positive and negative aspects of work flexibility. ____
8. The presenter fully supports the idea of working while on holiday. ____
9. Employees today have more control over their schedules than they did in traditional workplaces. ____
10. Work flexibility means that people never have to work overtime anymore. ____

SECTION 2. Reading (30 minutes)

Part 1.

The Annual School Sports Day

Last Friday, our school held its most exciting event of the year – the Annual School Sports Day! Everyone had been preparing for weeks, and the atmosphere was full of

energy and excitement. Students, teachers, and even parents gathered on the school field, ready for a day full of fun, competition, and teamwork.

The event started with a parade of all the teams. Each grade had its own color, and we all wore matching T-shirts. After a short speech from our principal, the first race began – the 100-meter sprint. The fastest runners in our school lined up, and as soon as the whistle blew, they ran as fast as they could towards the finish line. The crowd cheered loudly as James, one of our classmates, won first place!

Next came the long jump and shot put competitions. These events tested strength and technique, and many students surprised us with their skills. One of the most exciting parts of the day was the relay race, where teams of four students had to pass the baton while running. It was a close competition, and in the end, the blue team won by just a fraction of a second!

After a short break, the teachers vs. students football match took place. It was so much fun to watch! Everyone laughed when our history teacher tried to score a goal but missed the ball completely. In the end, the students won 3–1, and we all celebrated together.

The final event of the day was the tug-of-war, where teams had to pull a heavy rope to their side. It was a real test of teamwork and strength! The winning team received a big round of applause and a special trophy.

At the end of the event, medals were given to the winners, and our principal thanked everyone for their efforts. Even those who didn't win still had a great time cheering for their friends and being part of the event. It was a day full of sportsmanship, teamwork, and fun, and I can't wait for next year's competition!

Read the text and fill in the missing information in the table using the correct words from the text. Use NO MORE THAN THREE words or a NUMBER.

1. What was the first race of the day? _____
2. Which event tested teamwork and baton passing? _____
3. What sport did the teachers play against the students? _____
4. Which event involved pulling a rope? _____
5. What was given to the winners at the end? _____

Part 2.

Read the blog.

Hi! I'm Lily. I'm fifteen and I live in Toronto. Welcome to my blog!

12th May

Yesterday, I went to a concert to see Taylor Swift live! It was incredible! She's my favorite singer, and I've been a fan of hers for five years now. I love her voice and the way she connects with her audience. I've collected all her albums, and I know the lyrics to most of her songs by heart! I even have posters of her in my room. I've tried to get her autograph twice, but I haven't been lucky yet. Maybe one day! What about you? Do you have a favorite singer or actor? Have you ever met them? Write and tell me!

Hey Lily! I love your blog! I've been following it for months. My favorite singer is Ed Sheeran. His songs are so emotional and meaningful! I've been listening to his music for four years now, and I never get tired of it. Have you heard his song *Perfect*? It's my absolute favorite! I haven't met him, but my cousin has! She went to one of his concerts and got his autograph on her phone case. She's so lucky!
- Mia, London

Great blog, Lily! I'm more into acting than music, so my favorite star is Tom Holland. He's an amazing actor, and I've watched all his *Spider-Man* movies! He seems so friendly in interviews, and I'd love to meet him one day. I've been following his career since I was twelve, and I even have a signed poster of him in my room!
- Jake, New York

Hey Lily! I love Billie Eilish! Her music is so unique, and she has such a cool style. I've been a fan of hers since she released *Bad Guy*, and I can't wait for her next album. I haven't met her yet, but I dream of seeing her live one day!
- Emma, Sydney

Choose the best answer.

1. Lily has been a fan of Taylor Swift for more than five years. (**True / False**)
2. Mia met Ed Sheeran and got his autograph on her phone case. (**True / False**)
3. Jake has been following Tom Holland's career since he was twelve. (**True / False**)
4. How does Lily feel about Taylor Swift?
 - a) She enjoys her music but isn't a huge fan.
 - b) She is a passionate and dedicated fan.
 - c) She used to like her but has lost interest.

Variant 4

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance and write T for true, F for false or NG for not given.

1. Chris Svensson’s book No More Nine to Five is about how to quit your job quickly._____
2. Some employees worked extra hours in the office._____
3. Employees in traditional workplaces often worked on weekends and holidays._____
4. Some employees work from home on the weekend because they are bored._____
5. Chris agrees that work habits have changed over time._____

Answer to the questions.

6. What does ‘working overtime’ mean?

- A) Finishing work earlier than usual.
- B) Working extra hours in the evening or on weekends.
- C) Taking more holidays.
- D) Working fewer hours than normal.

7. How were traditional work and private life separated?

- A) People didn’t work in the evenings, on weekends, or during holidays.
- B) People used to work from home regularly.
- C) People often worked while on holiday.
- D) People worked fewer hours than they do now.

8. What change has made it easier for people to work outside the office?

- A) Stricter working hours.
- B) More office meetings.
- C) The ability to access work emails and files on mobile phones and laptops.
- D) The ban on working from home.

9. What is one advantage of the new work style?

- A) Employees never need to work at home.
- B) People can work flexibly and adjust their schedules.
- C) Employees must always be available for work.
- D) There are no deadlines anymore.

10. What does Chris say about work–life balance today?

- A) It has completely disappeared.
- B) It is worse because people are working longer hours.
- C) It is changing, but people have more freedom to work from different locations and at different times.
- D) It is exactly the same as before.

_____ / 25

SECTION 2. Reading (30 minutes)

Part 1.

Read the text about healthy eating habits. Decide if the statements below are true (T), false (F) or not given (NG).

Eating healthy is very important for our body and mind. A balanced diet helps us stay strong, energetic, and focused. Many people think that eating healthy means avoiding all their favorite foods, but this is not true. The key is to eat a variety of foods in the right amounts.

Fruits and vegetables should be a big part of your diet. They contain vitamins, minerals, and fiber, which help keep your body in good shape. Experts recommend eating at least five portions of fruit and vegetables every day. It is also important to choose whole grains instead of refined ones. Whole grain foods, like brown rice, whole wheat bread, and oats, give you more fiber and help with digestion.

Protein is another important part of a healthy diet. It helps to build and repair muscles. You can get protein from different sources, such as meat, fish, eggs, beans, nuts, and dairy products. However, eating too much red meat can be unhealthy, so it is better to eat more fish or plant-based protein.

Drinking enough water is also essential. Our body needs water to function properly. Doctors suggest drinking about 6-8 glasses of water per day, but this can depend on your body size and activity level. Sugary drinks like soda and fruit juices with added sugar should be avoided because they contain too many calories and are bad for your teeth.

Eating habits are just as important as food choices. Eating at regular times during the day can help keep your metabolism steady. It is also a good idea to eat slowly and enjoy your food, as this helps your body recognize when it is full. Skipping meals is not a good idea because it can make you feel tired and hungry later.

Finally, avoiding too much junk food is a good habit. Fast food and processed snacks are often high in unhealthy fats, sugar, and salt. Instead, healthy snacks like yogurt, nuts, or fruit are better options.

By following these simple habits, anyone can enjoy a healthy diet and feel great!

1. Eating healthy means never eating your favorite foods. _____
2. Whole grain foods are better for digestion than refined ones. _____
3. Everyone should drink exactly 8 glasses of water per day. _____
4. Eating slowly helps your body know when it is full. _____
5. The best time of day to eat fruit is in the evening. _____

Part 2.

Read the text.

Book Review: *Harry Potter and the Sorcerer's Stone*

Harry Potter and the Sorcerer's Stone, written by J.K. Rowling, is the first book in the famous *Harry Potter* series. It is a fantasy novel that introduces us to the magical world of wizards, spells, and mythical creatures. The book follows the journey of a young boy, Harry Potter, who discovers that he is a wizard on his eleventh birthday.

Harry has lived his whole life with his cruel aunt, uncle, and cousin, who treat him terribly. However, everything changes when he receives a mysterious letter inviting him to Hogwarts School of Witchcraft and Wizardry. At Hogwarts, Harry makes new friends, Ron Weasley and Hermione Granger, and learns about his magical abilities. He also discovers that his parents were not killed in a car accident, as he had always believed, but by an evil wizard named Lord Voldemort.

As the story progresses, Harry, Ron, and Hermione uncover a dangerous secret hidden within the school. The Sorcerer's Stone, a magical object that grants immortality, is being kept at Hogwarts, and someone is trying to steal it. The three friends go on a thrilling adventure to protect the stone, solving riddles, facing magical creatures, and overcoming challenges along the way.

One of the best aspects of the book is its rich and imaginative world-building. Hogwarts is described in incredible detail, from its moving staircases to its enchanted ceiling. The characters are also well-developed, with each one having a unique personality. Harry is brave and kind, Ron is loyal and humorous, and

Hermione is intelligent and determined. The book also includes strong themes of friendship, bravery, and the battle between good and evil.

Overall, *Harry Potter and the Sorcerer's Stone* is an exciting and magical story that captures the reader's imagination. It is perfect for readers of all ages, as it combines adventure, humor, and mystery. Whether you love fantasy novels or are looking for a book filled with excitement and wonder, this is a must-read!

Choose the best answer.

1. What does the phrase "**captures the reader's imagination**" most likely mean in the text?
 - A) The book makes readers think deeply about real-life problems.
 - B) The book is so engaging and magical that readers feel fully involved in the story.
 - C) The book is confusing and difficult to understand.
 - D) The book teaches readers how to write their own fantasy stories.
2. What does the word "**immortality**" mean in the sentence: "*The Sorcerer's Stone, a magical object that grants immortality, is being kept at Hogwarts*"?
 - A) The ability to live forever.
 - B) The ability to perform magic.
 - C) The power to disappear.
 - D) The skill to transform into different creatures.
3. What does the writer mean by the phrase "**rich and imaginative world-building**"?
 - A) The book provides a highly detailed and creative description of its magical world.
 - B) The book has many real-world locations that readers can visit.
 - C) The book focuses only on characters, not the world around them.
 - D) The book describes historical events in great detail.
4. How does the writer feel about **Harry Potter and the Sorcerer's Stone**?
 - A) They think it is a dull and ordinary book.
 - B) They find it exciting and magical.
 - C) They believe it is only for young children.
 - D) They think the book is too long and complicated.
5. What is the writer's attitude toward the book's themes of **friendship and bravery**?
 - A) The writer thinks they are unnecessary in a fantasy story.
 - B) The writer ignores these themes and focuses only on the adventure.

Variant 5.

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance and write T for true, F for false or NG for not given.

1. The book is a best-seller. _____
2. In traditional workplaces, people usually worked from 9 AM to 7 PM. _____
3. Chris believes it is not healthy to spend all your time working. _____
4. Employees usually wait until the next day to respond to work emails. _____
5. Chris suggests that companies should pay employees more for flexible work. _____

Choose the best answer.

6. How does the presenter feel about employees working outside office hours?

- A) They are excited about the flexibility it offers.
- B) They believe it negatively affects work–life balance.
- C) They think it helps improve productivity.
- D) They think it is necessary for modern jobs.

7. What is Chris’s attitude towards work flexibility?

- A) He thinks it is completely bad for employees.
- B) He believes it has both benefits and downsides.
- C) He prefers traditional work schedules.
- D) He thinks employees should work longer hours.

8. How does the presenter react when Chris explains how work is now more mobile?

- A) They fully support the idea.
- B) They are concerned that it leads to overworking.
- C) They believe technology makes work easier.
- D) They suggest banning mobile work.

9. What can be inferred about modern work schedules compared to traditional ones?

- A) Employees have more control over when and where they work.
- B) Employees work fewer hours than before.
- C) Traditional work schedules were more stressful.
- D) Working remotely is no longer necessary.

10. Which of the following is an indirect effect of work flexibility?

- A) Employees no longer take vacations.
- B) People sometimes work outside office hours.
- C) Everyone now works the same number of hours each day.
- D) Offices are becoming less important.

____ / 25

SECTION 2. Reading (30 minutes)

Part 1.

Read the text.

Our School Environmental Project: Green Future

At our school, we believe that protecting the environment is one of the most important responsibilities of our generation. That’s why last month, we launched an exciting new project called Green Future, a student-led initiative to make our school more eco-friendly. The project is designed for teenagers who want to take action and make a real difference in their community.

The first step of our project was to reduce waste in our school. We set up recycling bins in every classroom to separate paper, plastic, and glass. Many students didn’t realize how much waste we produce every day until we started collecting it! To encourage participation, we organized a competition—the class that recycles the most wins a prize at the end of the semester.

Another important part of Green Future is saving energy. We noticed that lights and computers were often left on even when no one was using them. To solve this, we made “Turn It Off” posters and placed them around the school. Now, students and teachers are more careful about using electricity wisely.

One of the most exciting activities we did was planting trees and flowers in the schoolyard. A group of volunteers, including students and teachers, worked together to create a green space where we can relax and enjoy nature. Some students even

started a small vegetable garden, and we hope to use the food in our school cafeteria in the future.

As part of the project, we also raised awareness about environmental issues. We invited a guest speaker from an environmental organization to talk about climate change and ways to protect our planet. Many students were shocked to learn how much pollution affects the air we breathe and the water we drink.

The best thing about Green Future is that everyone can contribute in some way. Whether it's by recycling, turning off lights, or planting trees, small actions can lead to big changes. This project has taught us that taking care of the environment isn't just about rules—it's about working together to create a better future.

We hope that more schools will start similar projects. After all, if we protect the planet today, future generations will be able to enjoy a cleaner, greener world.

Choose the best answer.

1. The school organized a competition to encourage students to recycle more.
(**True / False / Not Given**)
2. The school replaced all its lights with energy-saving bulbs to reduce electricity use. (**True / False /Not Given**)
3. Students planted trees and flowers to create a green space in the schoolyard.
(**True / False /Not Given**)
4. How does the writer feel about the environmental project?
 - a) It is a waste of time.
 - b) It is an important and meaningful initiative.
 - c) It is too difficult for students to participate in.
5. What is the writer's attitude toward small environmental actions like recycling and saving energy?
 - a) They believe small actions can lead to big changes.
 - b) They think only large projects can make a difference.
 - c) They feel that individual actions are not important.

Part 2

Read the text.

The Future of Technology: What's Next?

Technology has become an essential part of our everyday lives. We use computers, smartphones, and tablets for work, communication, entertainment, and even shopping. Not long ago, these devices were considered luxury items, but today, almost everyone has access to them. However, what will technology look like in the future? How will it change the way we live and work?

Many experts believe that artificial intelligence (AI) will play a much bigger role in the future. AI is already being used in many industries, from healthcare to transportation. Self-driving cars are being tested, and robots are helping doctors perform complex surgeries. In the coming years, AI might take over even more tasks that humans currently do. It could manage traffic systems, control production in factories, and even help scientists develop new medicines.

Some people worry about what might happen if computers become too intelligent. Science fiction movies, like *The Terminator* or *The Matrix*, show a future where machines become so powerful that they take control over humans. Will robots replace us at work? Will AI become smarter than humans? These are important questions that scientists and engineers are trying to answer.

However, not everyone believes that advanced technology will be dangerous. Many researchers say that AI and robots will make life easier and safer. For example, robots could help rescue people during natural disasters, and AI could find solutions for global problems like climate change and disease. Some experts even think that intelligent machines will help humans travel to space and explore new planets.

So, what does the future hold? Will we continue developing AI and robotics to the point where humans are no longer needed for some tasks? Or will we find a way to use technology to improve our lives without losing control over it? Only time will tell. One thing is certain: technology will continue to evolve, and we must be prepared for the changes it brings.

Fill in the blanks with **NO MORE THAN TWO WORDS** from the text.

1. In the past, computers and smartphones were considered _____ that only a few people could afford.
2. Many experts predict that _____ will play a much bigger role in the future, performing tasks that currently require human intelligence.
3. _____ are already being tested to replace human drivers, making transportation safer and more efficient.
4. Some science fiction movies suggest that in the future, machines may become so powerful that they take _____ over humans.
5. AI and robots could help scientists develop new medicines and find solutions for global issues such as _____ and diseases.

Variant 6

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance and write T for true, F for false or NG for not given.

1. Working longer hours than usual is called “double time.” _____
2. Nowadays, most people can only check their emails on laptops. _____
3. Employees can now work flexibly because of technology. _____
4. Employees who leave the office early can catch up on work later. _____
5. The presenter believes all employees prefer remote work. _____

Listen to the conversation one more time and choose the correct answer for each question.

6. What is one major change in how people access work emails?

- a) They can only check emails from their office computers.
- b) They can now access emails from mobile phones and laptops anytime.
- c) Emails are no longer necessary for work communication.
- d) People check emails less often than before.

7. According to Chris, how does digital access affect work-life balance?

- a) It improves work-life balance by reducing working hours.
- b) It has no effect on work-life balance.
- c) It makes it harder to separate work from personal life.
- d) It forces people to work only from offices.

8. What advantage does Chris mention about flexible working?

- a) Employees can leave work early and make up for it later.
- b) Employees no longer need to work at all.
- c) Employees have to work more hours.
- d) Employees must finish all their work before leaving the office.

9. How does the presenter initially react to the idea of working from anywhere?

- a) They think it sounds great for productivity.
- b) They believe it makes work too dominant in people’s lives.
- c) They think it will lead to better teamwork.
- d) They suggest banning remote work.

10. What conclusion does the presenter come to at the end of the discussion?

- a) The changes in work habits have both benefits and drawbacks.
- b) Employees should work only from offices.

- c) Digital work access is completely negative.
- d) Work-life balance is unaffected by new technology.

_____ / 25

SECTION 2. Reading (30 minutes)

Part 1.

Recycling Competition at Greenfield High School

At Greenfield High School, students have always been encouraged to care for the environment. This year, the school introduced an exciting new initiative – a Recycling Competition! The goal of the competition was to reduce waste, recycle more, and raise awareness about environmental issues among students. The event lasted for four weeks and involved all grades, with each class competing to collect and recycle the most materials.

The competition was announced at a special assembly, where the school principal explained why recycling is important. Every class was given separate recycling bins for paper, plastic, and glass. Students were asked to bring recyclable materials from home and place them in the correct bins. To make it more fun, the school kept track of points, and at the end of each week, the results were announced.

Students were highly motivated to participate, and many teachers said they had never seen such enthusiasm for recycling before! Some students organized small teams to collect waste from the schoolyard, while others encouraged their families to recycle at home. The competition became a real community effort.

In the third week, a local environmental expert visited the school to give a talk about the importance of recycling and how it helps reduce pollution. Many students were surprised to learn that plastic can take hundreds of years to decompose. The visit inspired students to work even harder in the final week of the challenge.

Finally, on the last day of the competition, the winning class was announced during a school assembly. Class 9B collected the most recyclable materials and won the grand prize – a trip to a local nature reserve! The students were thrilled, and the principal congratulated everyone for their effort. Even though only one class won, every student had contributed to making the school greener.

The competition was a huge success, and the school decided to make it an annual event. More importantly, it changed students' habits. Many of them continue to recycle, even after the competition ended. The event proved that small actions, when done together, can lead to big positive changes for the environment.

What about your school? Would you like to organize a similar competition? Recycling is an easy and effective way to protect our planet, and every little effort counts!

Choose the best answer.

1. What was the main purpose of the recycling competition?
 - a) To teach students how to separate waste and recycle properly.
 - b) To reduce waste and encourage students to take care of the environment.
 - c) To test students on their knowledge of recycling.
 - d) To make students collect as much trash as possible.

2. What was one of the positive outcomes of the competition?
 - a) It made students more aware of environmental issues and encouraged them to continue recycling.
 - b) It helped the school get new recycling bins from the government.
 - c) It led to the removal of all plastic waste from the school.
 - d) It resulted in new subjects being added to the school curriculum.

3. How did the school track the competition results?
 - a) By keeping a weekly score of how much waste each class recycled.
 - b) By asking teachers to check students' homes for recycling habits.
 - c) By counting the number of students participating.
 - d) By having students write reports on their recycling progress.

4. What motivated students to participate in the competition?
 - a) Parents were involved in encouraging students to recycle.
 - b) Students received cash rewards for recycling.
 - c) Teachers gave students extra credit for participating.
 - d) A guest speaker visited the school to talk about the importance of recycling.

5. What prize did the winning class receive?
 - a) A certificate for being the best class in recycling.
 - b) A school-wide celebration in their honor.
 - c) A trip to a local nature reserve.
 - d) A new recycling station for their classroom.

Part 2.

Different Types of Entertainment

A. Concerts

My older brother is a huge fan of live music, and he took me to my first concert when I was twelve. It was an unforgettable experience! The energy of the crowd, the lights, and the live instruments made everything so exciting. I love listening to music at home, but nothing compares to the feeling of being there in person. Now, I try to go to at least one concert every year.

B. Cinema

Watching movies has always been one of my favorite hobbies. I remember the first time my parents took me to see an animated film at the cinema – I was completely amazed by the giant screen and the sound effects! Now, I enjoy all kinds of films, from action movies to romantic comedies. There's something magical about sitting in a dark theater with a bag of popcorn and getting lost in a great story.

C. Museum

Since I was a child, I've always loved history. I enjoy reading about ancient civilizations and looking at historical artifacts. That's why I visit museums whenever I have the chance. Walking through a museum feels like traveling back in time. Last month, I went to an exhibition about ancient Egypt, and I was fascinated by the mummies and the pyramids.

D. Dance Performances

I took dance lessons when I was younger, and even though I don't dance anymore, I still love watching performances. Whether it's modern dance or traditional folk dances, I find them all so expressive and beautiful. The combination of movement, music, and costumes makes every performance unique. I recently watched a flamenco show, and I was amazed by the dancers' passion and energy!

E. Magic Shows

My grandfather introduced me to magic when I was a kid. He used to show me simple card tricks, and I always thought they were incredible. As I grew older, I started watching professional magicians perform. The way they make things disappear and reappear is just mind-blowing! I went to a live magic show last year, and I still can't figure out how the magician did some of the tricks!

Match each statement (1–5) with the correct type of entertainment (A–E).

1. This person enjoys learning about the past and looking at objects from different time periods. _____
2. This person used to take lessons in this activity but now prefers watching others perform. _____

____ / 25

Variant 7

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance and complete the table. Use **NO MORE THAN TWO WORDS**

Category	Traditional Work Environment	Modern Work Environment
1. Work hours	Fixed from 9 AM to 5 or 6 PM	More flexible, can work at different _____
2. Overtime	Staying late in the office to complete work	Employees may work late from _____ or other places
3. Work-life separation	Work and personal life were _____	The boundary between work and personal life is fading
4. Checking emails	Only at _____ during work hours	People check emails at night and even on holiday
5. Chris’s perspective	Work-life balance was easier to maintain	Employees now have more _____, but boundaries are fading.

Listen the conversation one more time and choose the correct answer for each question.

6. What is one significant change in work habits according to Chris?

- a) People now work fewer hours than before.
- b) Companies have eliminated flexible working hours.
- c) Workers are no longer required to use emails.
- d) Employees can access work emails and tasks more easily through mobile phones and laptops.

7. Why does the presenter think the changes might be negative?

- a) Employees now have too much free time.
- b) It makes work-life balance more difficult since people are always available for work.
- c) People are less productive because they work from home.
- d) Technology is too expensive for companies to provide to employees.

8. What is one advantage Chris mentions about flexible working?

- a) Employees can never leave the office early.
- b) People don't have to work in the evenings anymore.
- c) Employees can leave work early but complete their tasks later from home.
- d) Companies now offer unlimited holidays.

9. What does Chris mean by saying 'this new mobility brings a lot of advantages'?

- a) Employees now work only from their office desks.
- b) People can work from different places and at different times.
- c) Workers don't need to communicate with their managers anymore.
- d) Employers have completely stopped using traditional offices.

10. What is the final conclusion of the conversation?

- a) The changes in work habits have both advantages and disadvantages.
- b) Employees should avoid using technology for work.
- c) Work-life balance has not changed at all.
- d) People should stop replying to emails in the evenings.

____ / 25

SECTION 2. Reading (30 minutes)

Part 1.

Read the article from a school magazine about holidays.

What I Did During the Summer Holidays

Jake

I spent ten days at a camping site with my cousins last summer. We stayed in tents in the middle of a beautiful forest. It was amazing waking up to the sound of birds every morning! During the day, we went on long hiking trips, and in the evenings, we sat around a campfire, roasting marshmallows and telling stories. I also tried canoeing for the first time – it was a little scary at first, but I ended up loving it. I made some new friends at the campsite, and we promised to stay in touch.

Emma

I took a photography course for a week during the summer holidays. I've always loved taking pictures, but I never really knew much about how to use a camera properly. The teacher showed us how to adjust the light and focus to take better shots. I really enjoyed learning how to capture different scenes, from landscapes to close-up portraits. Now, I take photos whenever I go somewhere new, and I'm thinking of getting a better camera for my next birthday!

Leo

I've always been interested in animals, so I spent part of my summer volunteering at an animal rescue center. I helped feed and clean the animals, and I even walked some of the rescue dogs in the park. The best part was looking after a tiny kitten that had been found alone in a box. By the end of the summer, I had learned a lot about taking care of different animals, and I'm now thinking about studying veterinary science when I finish school.

Sophie

I went on a robotics camp for two weeks with my best friend. It was nothing like our normal science classes at school – we got to build robots and program them to complete different challenges. One of the coolest things we did was create a small robot that could follow a path using sensors! We also had a talk about future technology, like self-driving cars and smart homes. I've always been interested in science, but after this camp, I'm even more sure that I want to study engineering in the future.

Choose the best answer.

1. What does the phrase "waking up to the sound of birds" in Jake's section suggest?

- a) The campsite was very noisy.
- b) The campsite was peaceful and close to nature.
- c) Jake didn't enjoy the trip because of the birds.

2. What does Leo mean when he says he is "thinking about studying veterinary science"?

- a) He has already applied to university.
- b) He wants to open an animal rescue center.
- c) He is considering working with animals in the future.

3. What does Sophie mean when she says "nothing like our normal science classes"?

- a) The robotics camp was much more interesting and interactive than school science lessons.

- b) The robotics camp was boring and difficult.
 - c) The robotics camp was just like her school lessons.
4. How does Emma feel about photography after taking the course?
- a) She lost interest in taking pictures.
 - b) She learned new skills and became more interested.
 - c) She realized photography is too difficult.
5. What is Sophie's attitude towards science and engineering?
- a) She finds them exciting and wants to study engineering.
 - b) She is unsure about whether she likes technology.
 - c) She dislikes robotics and prefers other subjects.

Part 2.

Read the text.

Film Review: *Avengers: Endgame*

Avengers: Endgame, directed by Anthony and Joe Russo, is one of the most thrilling and emotional superhero films ever made. It is the final chapter of the Infinity Saga in the Marvel Cinematic Universe (MCU) and serves as a sequel to *Avengers: Infinity War*. With its epic battles, deep character moments, and emotional storytelling, it has left a lasting impact on fans worldwide.

The film follows the surviving Avengers as they try to reverse the destruction caused by Thanos, who wiped out half of all life in the universe using the Infinity Stones. The heroes come up with a daring plan that takes them on a journey through time, revisiting key moments from the past while facing new dangers along the way. The movie builds up to an incredible final battle, where all the heroes come together for one last fight against Thanos and his army.

One of the film's biggest strengths is its character development. We see the heroes struggle with their past failures, showing a more personal and emotional side of them. Iron Man (Tony Stark) and Captain America (Steve Rogers), in particular, have some of the most memorable and heartfelt moments in the film. The story also brings a satisfying conclusion to their journeys, making it a bittersweet yet perfect ending for long-time fans.

The visual effects in *Avengers: Endgame* are absolutely stunning. From the futuristic technology of the Avengers' headquarters to the large-scale battle scenes, the film delivers breathtaking visuals that make every moment feel larger than life. The action sequences are well-choreographed, and the final battle is one of the most exciting moments in superhero movie history.

Another highlight is the balance between action, humor, and emotion. While the film has intense and dramatic moments, there are also plenty of light-hearted and funny scenes, especially from Thor and Ant-Man, which help to keep the audience entertained throughout the three-hour runtime.

Overall, *Avengers: Endgame* is a masterpiece of superhero cinema. It is a must-watch for Marvel fans, as it brings closure to many beloved characters while setting the stage for the future of the MCU. The film is packed with excitement, nostalgia, and unforgettable moments, making it one of the greatest superhero movies ever made.

Fill in the blanks with NO MORE THAN TWO WORDS from the text.

1. The film is the _____ of the Infinity Saga in the Marvel Cinematic Universe (MCU).
2. The Avengers create a _____ to reverse the effects of Thanos' actions.
3. The movie features an _____, with stunning effects and large-scale battle scenes.
4. The film's biggest strength is its _____, especially for characters like Iron Man and Captain America.
5. The film is a _____ of superhero cinema, bringing closure to beloved characters.

____ / 25

SECTION 3. Writing (40 minutes)

You have adopted a pet and want to tell your best friend about it. Write an email to your friend. In your email:

- Tell them what kind of pet you adopted and its name.
- Describe what it looks like and what its personality is like.
- Invite them to come and meet your new pet.

Write about 90-110 words.

Variant 8

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance and complete the table. Use **NO MORE THAN TWO** words.

Category	Traditional Work Environment	Modern Work Environment
1. Work location	Employees worked in a _____ office	Employees can work from different places
2. Weekend work	It was _____ to work on weekends	Some employees now check work emails on weekends
3. Technology use	Work was mainly done in the office	Employees now access work on _____ and laptops
4. Advantages	Clear separation between work and _____	Employees have more freedom to manage their time
5. Presenter's concern	Work-life balance was easier manage	It now seems like all _____ and no balance

Choose the best answer to each question.

6. According to Chris, in traditional workplaces:

- a) Work and personal life were completely blended.
- b) Work and personal life were clearly separated.
- c) People worked long hours, but it didn't affect their personal life.
- d) There was no concept of a work-life balance.

7. What does "working overtime" mean in the context of the interview?

- a) Working extra hours beyond the regular schedule.
- b) Working from home.
- c) Working during weekends.
- d) Working very efficiently.

8. What technological advancement has blurred the lines between work and personal life?

- a) Improved office spaces.
- b) Access to work emails and laptops via mobile devices.

- c) Faster internet connections.
- d) Video conferencing software.

9. What is a key advantage of the new work flexibility mentioned by Chris?

- a) The ability to work from exotic locations.
- b) The opportunity to earn more money.
- c) The freedom to adjust work hours to accommodate personal commitments.
- d) The option to work fewer hours overall.

10. Chris suggests that the modern concept of work-life balance involves:

- a) Working strictly from nine to five.
- b) Completely separating work and personal life.
- c) Greater flexibility in where and when work is done.
- d) Never working outside of regular office hours.

____ / 25

SECTION 2. Reading (30 minutes)

Part 1.

Read the article from a school magazine about holidays.

What I Did During the Winter Holidays

Ethan

Last winter, I went on a skiing trip with my family in the mountains. It was my first time skiing, so I took some beginner lessons. At first, I kept falling, but by the end of the week, I could ski down a small slope without any problems! The best part was the beautiful snowy landscape and the cozy evenings by the fireplace. We drank hot chocolate and played board games. I really enjoyed the trip, and I hope we can go again next winter!

Lily

During the winter holidays, I joined a baking course with my cousin. We learned how to make cakes, cookies, and pastries. I loved decorating cupcakes with colorful icing and sprinkles! My favorite recipe was a chocolate cake that I baked for my family on New Year's Eve. They all said it was delicious! Now, I bake at home whenever I have free time.

Jacob

I spent most of my winter holidays ice skating at the local rink. I've been skating for years, but I still enjoy it every winter. My friends and I had races on the ice, and we even tried some cool tricks. One day, there was a winter festival at the rink with music, lights, and a small ice hockey match. It was so much fun!

Emily

I love reading, so I spent a lot of my winter holidays at home with a good book and a warm blanket. I got some new books for Christmas, and I finished two of them in just a few days! I also started writing my own short stories. I'd love to become an author one day. Staying inside while it snowed outside was the perfect way to relax during the holidays!

Choose the best answer.

1. What does Ethan mean when he says, "**The best part was the beautiful snowy landscape and the cozy evenings by the fireplace**"?
 - a) He didn't enjoy skiing and preferred staying inside.
 - b) He liked both the outdoor experience and the warm, relaxing moments indoors.
 - c) He only enjoyed the snowy landscape but found skiing too difficult.

2. What does Jacob mean by "**cool tricks**" in ice skating?
 - a) He was performing exciting moves on the ice.
 - b) He was making jokes while skating.
 - c) He found skating too cold and uncomfortable.

3. When Emily says, "**Staying inside while it snowed outside was the perfect way to relax during the holidays,**" what does this suggest?
 - a) She prefers indoor activities to outdoor winter sports.
 - b) She was upset that she couldn't go outside.
 - c) She was bored and wanted to do something more exciting.

4. What is Lily's attitude towards baking after her course?
 - a) She found it difficult and decided to stop baking.
 - b) She enjoyed it so much that she continues to bake at home.
 - c) She didn't like it because she only enjoyed eating cakes, not making them.

5. How does the overall tone of the text describe winter holidays?
 - a) Boring and uneventful, with nothing interesting happening.

- b) Stressful and tiring, with too many responsibilities.
- c) Exciting and enjoyable, with a mix of activities and relaxation.

Part 2.

Read the text.

The Story of My Favorite Jacket

Everyone has a special piece of clothing that holds memories, and for me, it's my blue denim jacket. It's not just a jacket—it's a reminder of experiences, adventures, and people who are important to me.

I got this jacket three years ago on my birthday. My older brother gave it to me as a gift, and at first, I didn't think much about it. It was just a simple, classic denim jacket. But over time, it became my favorite item to wear. It fits perfectly, and the soft, slightly worn fabric makes it incredibly comfortable. I wear it in almost every season—over a hoodie in winter, with a T-shirt in spring and autumn, and even on cool summer evenings.

The best thing about my jacket is that it has been with me during many unforgettable moments. I wore it when I went on my first school trip abroad. It was a chilly evening in Paris, and I remember walking along the Seine River with my friends, taking photos and laughing. That night, the jacket kept me warm and made me feel at home even in a new country.

Another special memory is from a concert I attended last summer. It was an outdoor music festival, and it started raining unexpectedly. I had my denim jacket on, and even though it got a little wet, I didn't mind at all. The energy of the crowd, the live music, and the rain made it an amazing experience. Every time I see my jacket now, I think of that day.

Over time, the jacket has developed a few signs of wear—a small tear near the sleeve and a slightly faded color—but I love it even more because of that. It reminds me of all the great times I've had while wearing it. I could buy a new one, but I don't want to replace it. It's more than just a piece of fabric; it's a collection of memories.

I believe that clothes are not just about fashion; they can tell a story. My jacket tells mine, and I hope I'll keep wearing it for many more years.

Decide if the following statements are TRUE, FALSE, or NOT GIVEN based on the text.

1. The writer received the denim jacket as a birthday present from a family member. (**True / False / Not Given**)

Variant 9.

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance and complete the table. You can write **NO MORE THAN THREE** words.

Person	Opinion on Modern Work
Presenter	Concerned that work-life balance is 1. _____
Chris	Thinks technology brings both 2. _____
Presenter	Believes flexible work can make employees feel like they are always 3. _____
Chris	Says employees now have more 4. _____ but fewer boundaries
Both	Agree that work-life balance has 5. _____ significantly over time

Answer the following questions using **NO MORE THAN THREE WORDS** from the text.

6. Where can most people now access their work emails? _____
7. Where might someone do their work while on holiday? _____
8. What does the presenter say is disappearing between work and life?

9. What advantage does flexible working offer employees? _____
10. What does Chris say this new mobility provides? _____

_____ / 25

SECTION 2. Reading (30 minutes)

Part 1.

Read the text.

Moving to the Countryside – My Experience

A year ago, just as the school year was ending, my parents gave me some shocking news – we were leaving the city and moving to the countryside. They had always

talked about wanting a quieter life, but I never thought they would actually do it! My dad, who works remotely as a graphic designer, said he could work from anywhere as long as he had a good internet connection. My mom, a teacher, had found a job at a small school in a nearby town.

At first, I was completely against it. I didn't want to leave my friends, my school, and all the exciting things the city has to offer. My parents kept talking about how great it would be—fresh air, peaceful surroundings, beautiful nature. But all I could think about was that I would be stuck in a place with no shopping malls, no cinema, and definitely no fast-food places!

The worst part was that my parents had already made all the arrangements before even telling me. They had bought a big house with a huge garden in a small village, and they were selling our apartment to pay for it. I was sure I was going to hate it. However, when I saw pictures of the house online, I had to admit—it did look nice. It had a big attic, which I thought could make a cool gaming room, and there was a forest nearby, which at least sounded a little adventurous.

Now, here we are, living in a village 40 kilometers from the nearest city. At first, I felt completely lost, but things are getting better. My dad and I built a treehouse in the garden, and I've started helping my mom grow vegetables. Surprisingly, I even made some new friends—one of them is into photography, and we've been taking pictures of nature together. I still miss my old friends, but some of them are visiting next weekend, so I'm looking forward to that.

I'm not saying I love it here yet, but I guess I don't hate it as much as I thought I would. Who knows, maybe one day I'll appreciate the countryside even more. For now, I'm just trying to make the best of it.

Choose the best answer.

1. Why did the writer's parents decide to move to the countryside?
 - A) They were tired of the busy city life and wanted a quieter place.
 - B) They wanted to live closer to their extended family.
 - C) They wanted their children to go to a different school.

2. How did the writer feel about moving at first?
 - A) Excited about starting a new life.
 - B) Reluctant and unhappy about leaving the city.
 - C) Curious but unsure about what to expect.

3. What was the writer's first impression of the new house?
 - A) They thought it was too small and uncomfortable.
 - B) They immediately loved it and wanted to move in.

- C) They were surprised that it looked nice and had potential.
4. What helped the writer start to adjust to life in the countryside?
A) Building a treehouse and growing vegetables with their parents.
B) Discovering a new passion for horse riding.
C) Attending a photography course in the village.
5. How does the writer feel about the countryside at the end of the passage?
A) They still hate it and want to move back to the city.
B) They are slowly getting used to it and finding ways to enjoy it.
C) They have completely fallen in love with country life.

Part 2.

Read the text.

How Gadgets Have Changed Our Lives

In today's world, gadgets have become a part of our everyday lives. From smartphones to smartwatches, from tablets to wireless earphones, technology is constantly evolving, making our lives easier and more exciting. Whether we use them for communication, entertainment, work, or learning, gadgets play an important role in modern society.

One of the most common and useful gadgets is the smartphone. It is no longer just a device for making calls. With a smartphone, we can send messages, browse the internet, take photos, play games, and even shop online. Many people use their phones for work and study, as they can download apps that help with time management, language learning, or even fitness tracking.

Another important gadget is the laptop or tablet. These devices allow us to work from anywhere, attend online classes, or watch our favorite movies. Many students and professionals rely on laptops for research and completing assignments. Tablets are also becoming more popular because they are lightweight, portable, and easy to use.

Wireless earphones and smartwatches are also trending. Wireless earphones allow us to listen to music, take phone calls, or even attend meetings without the need for tangled cables. Smartwatches, on the other hand, help us track our health, set reminders, and even receive notifications without having to check our phones all the time.

However, while gadgets have made life more convenient, they also have some disadvantages. Many people spend too much time on their devices, which can affect their health. Too much screen time can lead to eye strain, sleep problems, and less physical activity. In addition, people can become too dependent on gadgets and forget to enjoy real-life conversations and outdoor activities.

To make the most of technology, we should use gadgets wisely. Setting limits on screen time, taking breaks, and using technology for productive activities can help us stay healthy while enjoying the benefits of modern devices.

Gadgets will continue to develop, becoming even smarter and more advanced. Who knows what the future will bring? Maybe one day, we will have gadgets that can think, talk, and help us in ways we can't even imagine today!

Complete the table below using NO MORE THAN THREE WORDS from the text.

Gadget	Main Uses and Benefits
Smartphone	Used for calls, messages, 1. _____, shopping, and gaming.
Laptop/Tablet	Allows people to 2. _____ from anywhere, study, and watch movies.
Wireless Earphones	Helps users listen to music, take 3. _____, and attend meetings.
Smartwatch	Used to track health, set reminders, and receive 4. _____.
Disadvantage	Too much use can lead to eye strain, sleep problems, and 5. _____.

_____ / 25

SECTION 3. Writing (40 minutes)

You have joined a new sports club and want to tell your friend about it. Write an email to your friend. In your email:

- Tell them which sport you are doing.
- Explain why you decided to join the club.
- Describe your experience so far.

Variant 10.

SECTION 1. Listening (15 minutes)

Listen to a radio interview about maintaining a good work–life balance and complete the table. You can write **NO MORE THAN THREE** words.

Technology	How It Affects Work
1. _____	Employees can now check emails anytime
2. _____	Allows employees to work remotely
Work access on holiday	3. Employees can now work from _____ locations
4. _____	The boundary between work and personal life is fading
Work-life balance	5. Some people feel like it’s all work and _____

Listen to a radio interview about maintaining a good work–life balance and write **T** for true, **F** for false or **NG** for not given.

6. Working longer hours than usual is called “double time.” _____
7. Nowadays, most people can only check their emails on laptops. _____
8. Employees can now work flexibly because of technology. _____
9. Employees who leave the office early can catch up on work later. _____
10. The presenter believes all employees prefer remote work. _____

_____ / 25

SECTION 2. Reading (30 minutes)

Part 1.

A Family Trip to France

Last summer, my family and I went on an unforgettable trip to France. It had always been my parents’ dream to visit this beautiful country, and after months of planning, we finally made it happen. We spent two weeks exploring different cities, enjoying delicious food, and experiencing French culture.

Our journey began in Paris, the capital of France. As soon as we arrived, we went straight to see the Eiffel Tower. Standing beneath it, I couldn’t believe how tall it was! We took the elevator to the top and admired the breathtaking view of the city.

Later, we visited the Louvre Museum, where we saw the famous *Mona Lisa*. Paris was full of life, with charming streets, stylish cafés, and historical landmarks everywhere we went.

After spending a few days in Paris, we took a train to Nice, a beautiful city on the French Riviera. The weather was warm and sunny, perfect for relaxing by the beach. We swam in the clear blue sea, tried delicious seafood, and walked along the famous Promenade des Anglais. My parents loved exploring the small markets, while my brother and I enjoyed trying French pastries like croissants and macarons.

Next, we traveled to the Loire Valley, known for its stunning castles. We visited Château de Chambord, one of the most impressive castles I have ever seen. It looked like something out of a fairy tale! Walking through its grand halls and beautiful gardens made us feel like we had traveled back in time.

Our final stop was Mont Saint-Michel, a magical island with an ancient abbey on top. As we climbed up the narrow streets, we could see the waves surrounding the island. It was like stepping into a medieval village! We stayed in a small hotel nearby and woke up early to see the sunrise over the sea—it was one of the most beautiful sights of our trip.

Throughout our journey, we experienced the friendly French culture, tried delicious food, and saw some of the most beautiful places in the world. Traveling to France with my family was an amazing adventure, and I hope we can go back one day. There is still so much to explore!

Decide if the following statements are TRUE, FALSE, or NOT GIVEN based on the text.

1. The writer and their family climbed to the top of the Eiffel Tower using the stairs. (**True / False / Not Given**)
2. In Nice, the family stayed in a luxury hotel with a view of the beach. (**True / False / Not Given**)
3. The family traveled to the Loire Valley to visit historical castles. (**True / False / Not Given**)
4. The family stayed on Mont Saint-Michel and watched the sunrise over the sea. (**True / False / Not Given**)

5. The writer believes there is still more to explore in France. (**True / False / Not Given**)

Part 2.

Read the text.

Teenagers and Shopping Habits

Emma, 14

I don't like spending too much money on clothes. Some of my friends always buy the latest fashion trends, but I don't see the point in paying so much for something I'll outgrow in a year. I prefer comfortable and affordable clothes. I usually go shopping with my mum because she helps me choose good-quality things, but I always have the final say. Instead of buying expensive clothes, I spend my pocket money on books and music. I also love swapping books with my friends—it's a great way to read more without spending too much!

Sophia, 16

Shopping is my favorite hobby! I could spend hours walking around the shopping mall, looking for new clothes and accessories. I love trying out different styles, and my friends always ask me for fashion advice. My parents think I shop too much, but I just enjoy dressing well. I follow fashion bloggers online and often get inspiration from their outfits. I also have an Instagram page where I post about the latest fashion trends. I can't wait until I have my own job so I can shop even more!

Liam, 15

I hate shopping! It's so boring and a waste of time. My mum buys most of my clothes, and I don't really care what I wear, as long as it's comfortable. I spend most of my free time playing football or hanging out with my friends. I think people today buy too many things they don't need. We should all be more careful about how we spend our money and think about the impact of consumerism on the environment. Instead of buying unnecessary things, we should focus on things that really matter.

Jake, 17

I like shopping, but I'm careful with my money. I don't buy clothes very often, but when I do, I look for good deals and discounts. I prefer shopping during sales because I can find great bargains. My sister, on the other hand, buys clothes all the time and never even wears half of them! I also shop online sometimes because it's

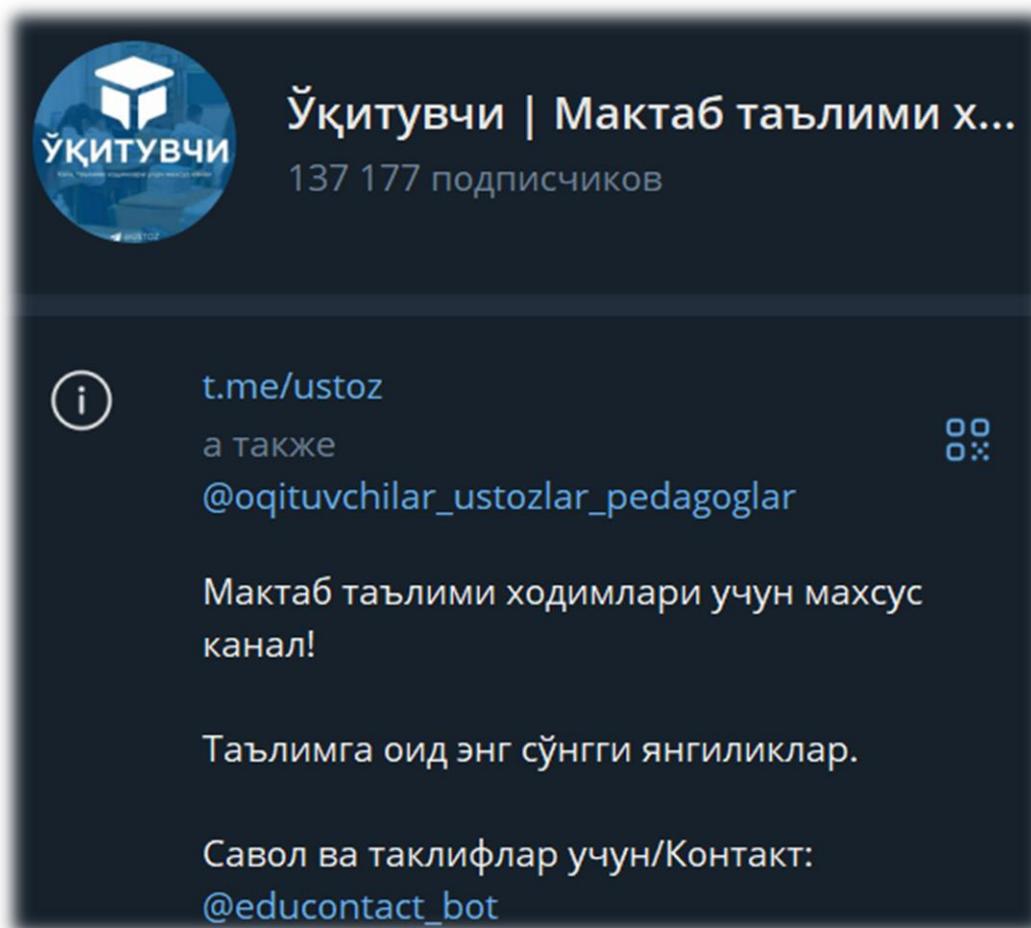
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